

# Trainer's Guide

## Module 3

### Individualized support plan



**Presenter's name:** \_\_\_\_\_

**Date:** \_\_\_\_\_



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# 1. Introduction

This module is the third of the module training. The previous module was dedicated to explaining what communication is and why it is important to support communication needs. Thus, were presented the notions of communication, communicative partners and their role, the impact of IDD on communication, as well as the notions of inclusive communication and support decision making.

The current module aims to describe an essential step in supporting people with IDD, which is the individualized support plan (or, in an educational context, the individualized education plan).

It is composed of only one chapter and does not include activities.

## 2. Materials needed

The slides for this presentation (COM-IN\_PR3\_2\_3\_Individualized support plan.pptx).

Technique requirement: a projector.



### 3. Slides and trainer's notes


Content:




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Slide nº: 2 Estimated time:



### Module 3. Individualized support plan



#### Learning objectives

- What is an individualized support plan
- How is it composed

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## SLIDE CONTENT

### Module 3 (Individualized support plan)

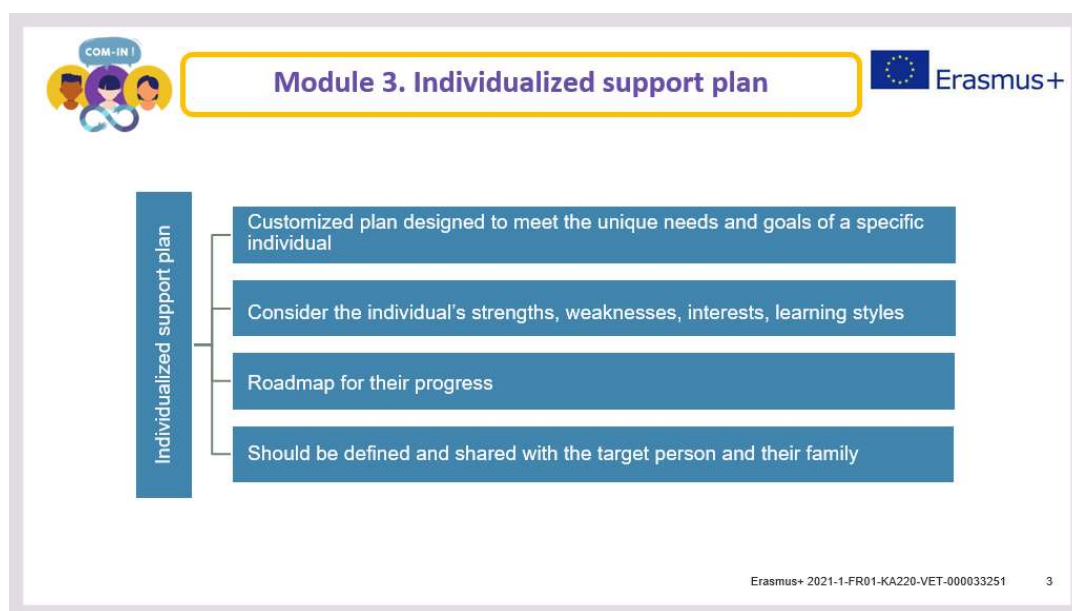
- An individualized support project/plan is a customized plan designed to meet the unique needs and goals of a specific individual. It considers the individual's strengths, weaknesses, interests, and learning style, and provides a roadmap for their progress. Individualized plan or project are commonly used in schools, colleges, and other educational settings to support students who require personalized attention or have specific learning challenges. They are also used in clinical contexts for instance by psychologists, neuropsychologists, or speech-and-language therapists.
- The plan/project should be shared, or even better defined, with the target person and their family.
- Here are some key elements typically included in an individualized plan:
- **Assessment:** The individualized plan begins with an assessment of the current abilities. This may involve tests, interviews, observations, or evaluations by teachers, parents, or specialists. These steps allow to identify the person's strengths and weaknesses and to identify the person's needs.
- **Goals and Objectives:** Based on the assessment, specific goals and objectives are set for the person. These goals are often broken down into smaller, achievable steps to track progress.
- **Individualized Instruction in educational settings:** The individualized plan outlines the instructional strategies and resources that will be used to support the learner's progress. This may include modifications to the curriculum, specialized materials, assistive technology, or additional support from teachers or specialists. Similarly, strategies and resources will be used to support the person in clinical situations.
- **Accommodations and Modifications:** If a person has specific challenges or disabilities, the plan may include accommodations and modifications to ensure their needs are met. This can include adjustments to the learning environment, instructional

methods, or assessment methods.

- **Timelines and Progress Monitoring:** The plan establishes timelines for achieving the set goals and includes methods for monitoring progress. This may involve regular assessments, check-ins, or progress reports to track the learner's development.
- **Support Services:** In educational settings, if the learner requires additional support services, such as speech therapy, counselling, or occupational therapy, the plan may outline the specific services and how they will be integrated into the learning plan.
- **Communication and Collaboration:** The plan encourages ongoing communication and collaboration among the learner, teachers, parents, and other professionals involved in their education. This ensures that everyone is aware of the learner's needs and can work together to support their progress.
- It is important to note that a plan is highly personalized and tailored to the individual learner's needs. It allows for flexibility and adaptability to ensure the best possible learning experience and outcomes for the student.
- **Needs identification techniques and procedures**
- The ASHA guidelines emphasize that the assessment should reflect the individual's ability to intentionally engage with their social environment. It is important to precisely define their communication skills. The assessment should provide insight into the individual's communication abilities across different environments, including educational, leisure, residential, and occupational settings.
- The assessment should concern both the persons with IDD and their environment. It is indeed important to indicate the degree to which the environment allows effective communication for people with IDD.
- According to ASHA's guidelines, « At a minimum, then, an environmental assessment should
  - identify the partners for communication who are the most crucial in various environments;
  - measure the extent of the opportunities for communication acts typically observed in various environmental contexts over time (e.g., education, leisure, living, and work settings, etc.);
  - compare the opportunities for communication among the different environmental contexts;
  - determine the proportion of communication acts responded to appropriately in each environment;
  - determine the proportion of communication acts responded to inappropriately in various environments;
  - identify the specific communication forms and functions that might be useful or needed in various environments; and
  - identify the persons in those environments who appear to have relatively higher rates of permitting, accepting, and responding to communication acts of an individual with severe disabilities. These highly responsive persons can be most useful in the initial stages of various intervention programs. »
- The individuals' assessment can be conducted with various tools. Some of them mainly assume cognitive and adaptive behaviour (ex: Bayley Scales of Infant and Toddler Development, The Social Cognitive Evaluation Battery for Children, Bayley, 2006). Others tools allow an assessment of language and communication skills (ex: VB-MAPP – Verbal Behavior – Milestones Assessment and Placement Program, Sundberg, 2008). Some of these tools are presented in the annexes. Most of the tools are used by specialized professionals such as psychologists or speech-and-language therapists. Yet, observation can also help to assess the communication skills.

## NOTES

Slide nº: 3 Estimated time:



## SLIDE CONTENT

Module 3 (Individualized support plan)

## NOTES

### Individualized support project/plan

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The plan/project should be shared, or even better defined, with the target person and their family.

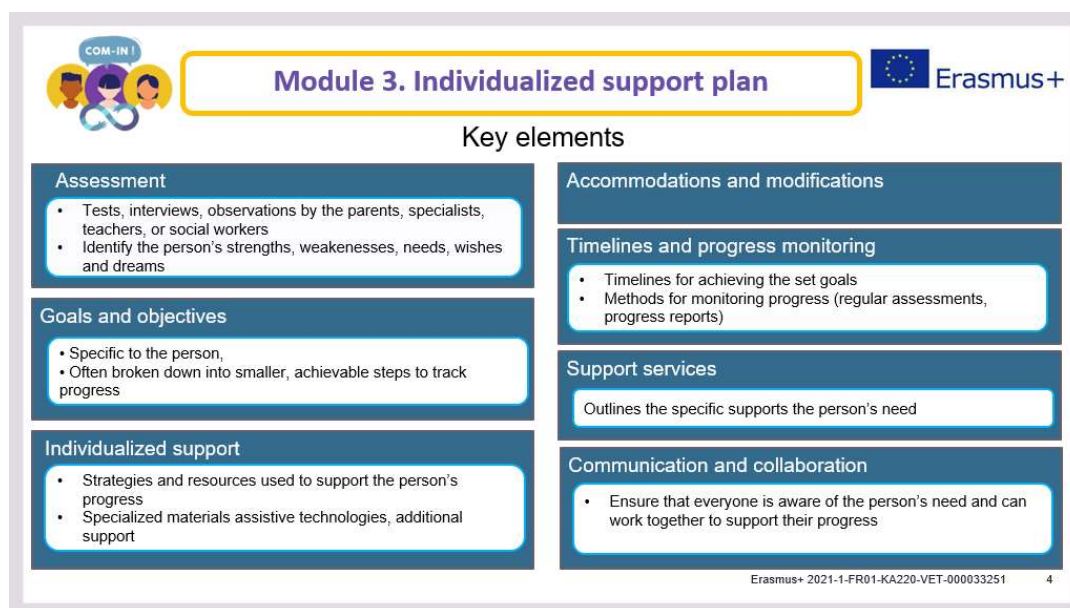




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## Slide nº: 4 Estimated time:



## SLIDE CONTENT

### Module 3 (Individualized support plan)

Here are some key elements typically included in an individualized plan:

**Assessment:** The individualized plan begins with an assessment of the current abilities. This may involve tests, interviews, observations, or evaluations by teachers, parents, or specialists. These steps allow to identify the person's strengths and weaknesses and to identify the person's needs.

**Goals and Objectives:** Based on the assessment, specific goals and objectives are set for the person. These goals are often broken down into smaller, achievable steps to track progress.

**Individualized Instruction in educational settings:** The individualized plan outlines the strategies and resources that will be used to support the person's progress. This may include modifications to the curriculum, specialized materials, assistive technology, or additional support from the different professionals. Similarly, strategies and resources will be used to support the person in clinical situations.

**Accommodations and Modifications:** If a person has specific challenges or disabilities, the plan may include accommodations and modifications to ensure their needs are met. This can include adjustments to the learning environment, instructional methods, or assessment methods.

**Timelines and Progress Monitoring:** The plan establishes timelines for achieving the set goals and includes methods for monitoring progress. This may involve regular assessments, check-ins, or progress reports to track the learner's development.


**Support Services:** In educational settings, if the learner requires additional support services, such as speech therapy, counselling, or occupational therapy, the plan may outline the specific services and how they will be integrated into the learning plan.

**Communication and Collaboration:** The plan encourages ongoing communication and collaboration among the learner, teachers, parents, and other professionals involved in their education. This ensures that everyone is aware of the learner's needs and can work together to support their progress.


It is important to note that a plan is highly personalized and tailored to the individual learner's needs. It allows for flexibility and adaptability to ensure the best possible learning experience and outcomes for the student.

## NOTES

## Slide nº: 5 Estimated time:



### Module 3. Individualized support plan



**ASHA Guidelines, The assessment should reflect the individual's ability to intentionally engage with their environment**

- precisely define their communication skills
  - Across different environments (educational, leisure, residential, occupational settings)
- Assess the persons with IDD and their environment
  - indicate the degree to which the environment allow effective communication

Human, financial and material resources: the role of governance and management

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### SLIDE CONTENT

#### Module 3 (Individualized support plan)

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determine the proportion of communication acts responded to appropriately or inappropriately in each environment;

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identify the persons in those environments who appear to have relatively higher rates of permitting, accepting, and responding to communication acts of an individual with severe disabilities. These highly responsive persons can be most useful in the initial stages of various intervention programs. »

Implementing support in communication should also involve mobilising and organising human, financial and material resources. Governance and management and management should define the guidelines and the organization, think the training and professional development). In addition to plan the professionals organization, it is crucial to associate families.

## NOTES



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